



BAG OF TRICKS



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BAG OF TRICKS
December 05 , 1999

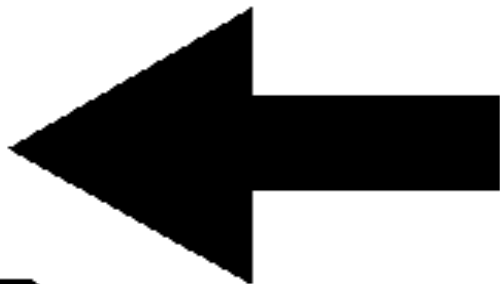
PRODUCT CODE
19030002



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“If you treat an individual as he is,
he will stay as he is, but if you treat
him as if he were what he ought to
be, he will become what he ought
to be and could be.”

— JOHANN VON GOETHE

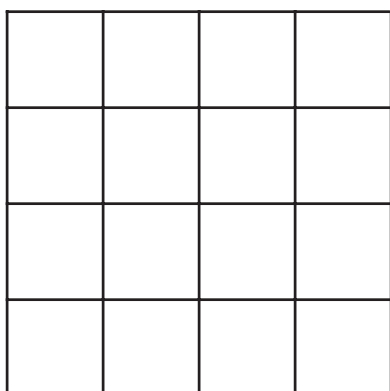


Perception Exercises

How many F's are there in the following sentence? _____

FINISHED FILES ARE THE RESULT OF MANY
YEARS OF SCIENTIFIC STUDY COMBINED
WITH THE EXPERIENCE OF SEVERAL YEARS.

How many squares are there? _____



What do you see in this drawing? _____



Connect all nine dots with four straight lines without lifting your pen or pencil from the paper.

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Below is a riddle to test your mind.
The answer is what you must find.
It's an object familiar to one and all,
solve the riddle and have a ball.

The man who made it didn't want it.
The man who bought it didn't use it.
The man who used it didn't know it.

Answer _____

Your name _____



A Timed Read and Do Test

Time Limit: 3 Minutes

1. Read all that follows before doing anything.
2. Write your name in the upper right-hand-corner of this page.
3. Circle the word **corner** in sentence two.
4. Draw five small squares in the upper left-hand-corner of this page.
5. Put an **X** on each square.
6. Put a circle around each square.
7. Sign your name in the margin beside line five.
8. Under your name, write **yes, yes, yes**.
9. Put a circle around number 7.
10. Put a **Z** in the lower left-hand-corner of this page.
11. Draw a triangle around the **Z** you just made.
12. Call out your first name when you get to this point in the test.
13. If you think you have followed directions carefully to this point, call out, **I have**.
14. On the reverse side of this paper, add 4800 and 5050.
15. Put a circle around your answer.
16. Count out loud, in your normal speaking voice, from 10 to 1.
17. Put three small pen or pencil holes in the top of this page.
18. If you are the first person to get this far, yell out, **I am the first person to get to this spot and I am the leader in following instructions**.
19. Say out loud, **I am nearly finished. I have followed directions**.
20. Now that you have finished reading carefully, do only those things called for in sentences numbered 1 and 2.

NOTE: PLEASE BE QUIET AND WATCH THE OTHERS FOLLOW INSTRUCTIONS WHEN YOU FINISH.

Taken from Scannell, Edward E. & Newstrom, John W., *Still More Games Trainers Play*. NY: McGraw Hill, 1991.



Alphabet Soup

Objective: To allow participants some practice in simple problem solving; energizer; brainteaser.

Procedure: Prepare the following questions as a quickie quiz. Ask participants to complete the exercise as quickly as possible. You may choose to use question six as a stand-alone. It will also be helpful to know the definition of abecedarian.

1. What is the only letter open on all sides?
2. What is the only curved letter that is the same upside down?
3. What are the only letters containing one single horizontal line?
4. What is the only letter with two parallel horizontal lines?
5. What is the only letter with two diagonal straight lines?
6. Abecedarians who mind their P's and Q's should have little trouble with this puzzle: What letters of the alphabet are:
 - a. A bird?
 - b. Part of your head?
 - c. An insect?
 - d. A drink?
 - e. A building extension?
 - f. A hint?
 - g. A vegetable?
 - h. A body of water?
 - i. A farm animal?

- Answers:**
1. X
 2. S
 3. H, L and T
 4. Z
 5. X
-
- | | |
|--------|--------|
| 6.a. J | 6.f. Q |
| 6.b. I | 6.g. P |
| 6.c. B | 6.h. C |
| 6.d. T | 6.i. U |
| 6.e. L | |

Taken from Scannell, Edward E. & Newstrom, John W., *Still More Games Trainers Play*. NY: McGraw Hill, 1991.



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Taken from Scannell, Edward E. & Newstrom, John W., *Still More Games Trainers Play*. NY: McGraw Hill, 1991.



Mental Exercises

The following questions are designed to exercise your practical thinking skills and allow you to identify your strengths, as well as areas that need further development. The answers contain a discussion of the kinds of thinking skills each question call for. Approach the questions openly and draw diagrams if necessary.

1. If three days ago was the day before Friday, what will the day after tomorrow be?
2. Nathan, Kristin, Lee and Kathy are sitting around a table discussing their favorite sports.
 - a. Nathan sits directly across from the jogger.
 - b. Kristin sits to the right of the racquetball player.
 - c. Kathy sits across from Lee.
 - d. The golfer sits to the left of the tennis player.
 - e. A man sits on Lee's right.

Which sport does each of the four prefer?

3. Find the pattern that governs this familiar sequence, and figure out the next letter: O, T, T, F, F, S, S, E.
4. Three playing cards lie face down on a table in a row. We know that:
 - a. To the right of the Jack is a Diamond.
 - b. To the left of the Diamond is a Club.
 - c. To the right of the Hearts is a Jack.

- d. To the left of the King is an Ace.

Match up each card with its suit and position.

5. How can you arrange the numbers from 1 to 9 to form a 3 x 3 square array, such that each row, each column and the two diagonals will all total exactly 15?
6. In five minutes write down as many unusual uses as you can for a paper clip.
7. Excavating in England, an archaeologist found a Roman coin dated "44 B.C." and bearing a likeness of Julius Caesar. Another archaeologist correctly identified the coin as a fake. How did he know?
8. Six drinking glasses stand in a row, with the first three full of water and the next three empty. By handling and moving only one glass, how can you arrange the six glasses so that no full glass stands next to another full one and no empty glass stands next to another empty one?
9. Solve this problem in your mind without using a diagram or model. Imagine that you put two pieces of typing paper on your desk with a piece of carbon paper between them, as if you wanted to write something in duplicate. Now, imagine that you fold this assembly in half with the crease running from left to right, bringing the lower half back under the top. If you write your name on the top half of the top sheet, how many copies will you make, where will they appear (front, back, top, bottom, first sheet, second sheet) and how will they be oriented?



Mental Exercises — Answers

1. If you answered Tuesday, you have exercised your skill at sequential thinking. To solve it, you must “find the end of the rope,” first figuring out what day today is, and then proceed to establish the day after tomorrow. Drawing a thinking diagram, such as a list of the days of the week in sequence, can help here.
2. Nathan plays tennis, Kristin jogs, Lee plays golf and Kathy plays racquetball. This question challenges your skill at organizing information and making logical inferences.
3. The next letter is “N,” the first letter of the word “Nine.” This series consists of the first letters of the counting numbers. To answer this one correctly you had to use your pattern recognition skills.
4. From left to right, the Ace of Hearts, Jack of Clubs, and King of Diamonds. (The “d” clue does not say “to the immediate left ...”) Solving this one requires careful deductive reasoning.
5.

2	9	4
7	5	3
6	1	8
6. Count the number of uses you listed. Less than 10 implies a bit of “mental arthritis.” More than 20 suggests that you find it easy to think of lots of possibilities and points of view in a situation, a sign of what psychologists consider creative thinking.
7. The archeologist realized that, since the dating system based on “B.C.” and “A.D.” originated after the birth of Christ, a coinmaker before that time couldn’t have known about it, and therefore would not have stamped this date on a coin.
8. Pick up the “middle” full glass and, after pouring its water into the middle empty glass, put it back where it was. This one helped you to assess your mental flexibility. The ability to categorize your options (lift, pour, etc.) is also involved.
9. Copies can only appear on the face of the second sheet, because no matter how you fold the paper, the ink side of the carbon paper will contact only the second sheet. You will have produced two copies of your name on the front of the second sheet. One of them will be on the upper half and a mirror-image version on the lower half, with the letters upside down. This puzzle stresses your skill at visualization and spatial reasoning.

This puzzle assesses the extent to which you approach problems by strategic attack, instead of simple trial-and-error. For example, we can focus on the center number of the matrix, which gets added to every other number in some combination or another. We realize we can’t use 9 for the center because adding it to 8 would overshoot the target sum of 15. By the same reasoning process we can disqualify 8, 7 and 6. We can also eliminate 1, 2, 3 and 4 as too small to make sums of 15 in all directions. When we realize that only 5 will fit the bill for the center position, we can quickly figure out the rest of them.

Now review the results. Which problem did you find the easiest and which the hardest? Once you have identified the skills you are weak in, you can improve them by consciously challenging and using them. Use the techniques of organizing information, drawing thinking diagrams, and thinking sequentially, in everyday situations like balancing your checkbook, working out a vacation plan, or making a decision.



Rancher and Horses

Riddle

Before he dies, an old rancher wills away all his horses to his sons according to this formula:

- The oldest son shall receive half of the horses;
- The second son shall receive one-third of the horses; and
- The youngest son shall receive one-ninth of the horses.

When the rancher dies, he has exactly 17 horses.

His sons begin quarreling because 17 cannot be divided evenly by 2, 3, or 9.

You come galloping along and see the three sons arguing. You want to settle the argument. How can you settle the argument fairly?

Answer

Here is what you do.

You get off of your horse and tell the sons that you are adding the horse to the existing 17 so that there is a total of 18 horses.

The first son receives 9 horses as his half of the total. The second son receives 6 horses as his third of the total. And the youngest son receives 2 horses and his ninth of the total.

Together, the three sons take 17 horses ($9+6+2 = 17$), so there is one left over. You remount your horse and ride away.

from *Algebra Times*, September 1998



Letter Sequence

What is the next letter in the following sequence of letters?

O, T, T, F, F, S, S, ?

The next letter is E. Why?

O stands for **one**.

T stands for **two**.

T stands for **three**.

F stands for **four**.

F stands for **five**.

S stands for **six**.

S stands for **seven**.

So E would have to be next, since it is the first letter in the number eight.

from *Algebra Times*, September 1998



I'm Glad I'm Here

Objective: To start the training/education/counseling program/session with a positive and humorous opening.

Procedure: Immediately after the introduction, tell the group that you're glad to be there also! To prove that, go around the room asking, ***"If you weren't here today / this evening / this afternoon, what would you be doing that you're glad you don't have to do?"*** Keep the answers light and fast moving. You may need to answer the question for yourself before asking the members of the group. For example, I'm glad to be here because if I weren't, I'd be cleaning house, doing the laundry, mowing the lawn, etc.

Taken from Scannell, Edward E. & Newstrom, John W., *Still More Games Trainers Play*. NY: McGraw Hill, 1991.



Stupid Name Game

Objective: An icebreaker that introduces the participants to each other.

Procedure: Have the participants form a circle. Each participant, beginning with the facilitator, makes a gesture and states their name. Everyone in the group repeats the gesture and the name three times. Continue with the person to the left of the facilitator. That person makes a gesture and states their name. The group repeats the gesture and the name three times and then repeats the gesture and name of the persons before them. This continues until each person in the circle has added their gesture and name and the group repeats the names and gesture of each person in the circle.

At the conclusion, ask for volunteers to state the names of everyone in the group. Once all the volunteers have completed the task, the facilitator should state everyone's name.

Process: After completing the activity, conduct a discussion to include such questions as:

- _ Was it easier or harder to remember the names of the group by playing this game?
- _ Was it easy or difficult to think of a gesture to accompany your name?
- _ Did you feel silly playing the game?
- _ Do you think you'll remember the other participant's names since you played this game?
- _ Does anyone have another idea to learn the other participant's names?
- _ Was the game fun?



Toilet Paper Icebreaker

Objective: An icebreaker for a multi-day seminar that is expedient at eliciting additional information from participant about each other.

Procedure: Bring a new roll of perforated toilet paper to the seminar. Tear off one piece and pass the roll to a participant. Instruct the participants that they are to tear off as many squares of toilet paper as they think they will need for the exercise.

After every participant has torn off squares of toilet paper, tell them that when called upon, they are to state their name and share something about themselves for each square of toilet paper they tore off the roll. Their name does not count toward the square of toilet paper information sharing.

Use a ball to begin the exercise. Have each person roll the ball to someone who has not participated until everyone in the room has completed the exercise.

Provided by an NCTI Facilitator



Conversation Starters

1. Other people usually ...
2. The best measure of personal success is ...
3. Anybody will work hard if ...
4. People will think of me as ...
5. When I let go ...
6. Marriage can be ...
7. Nothing is so frustrating as ...
8. People who run things should be ...
9. I miss ...
10. The thing I like about myself is ...
11. There are times when I ...
12. I would like to be ...
13. When I have something to say ...
14. As a child I ...
15. The teacher I liked best was a person who ...
16. It is fun to ...
17. My body is ...
18. When it comes to girls ...
19. Loving someone ...
20. Ten years from now, I ...



Intimacy Ice Breaker/ Introduction

Objective: To start the session on Intimacy in a way that reduces inhibitions and frees participants to fully participate.

Procedure: Have the participants stand and form a circle. Get in the center of the circle. Explain to the participants that you are going to sing a line or two from a song that relates to love or sex. Advise them that you will throw the ball to one of them after you sing your lines. The person receiving the ball (please select the first person carefully) will trade places with you and sing a line or two from another song that relates to love or sex. That person will then pass the ball to another participant and so on until five to ten participants have been in the center of the circle.

If for any reason, someone chosen to sing is simply too embarrassed to play the game, don't force the issue, simply have them think about a song and go back to them at the end. Depending on their comfort level at that time, they may sing or not. Use practical judgement.

Process: After the group has resumed their seats, process the questions such as these as an introduction to the lesson:

- ☐ Is discussing intimacy comfortable for everyone?
- ☐ Why is discussing intimacy uncomfortable for some people?
- ☐ Why do you suppose so many songs, poems, movies, novels, and other works of art have intimacy as a theme?
- ☐ In groups of three, define intimacy.



Balloon and Anonymous Note Introduction

Objective: To provide an entertaining and energizing way to introduce training seminar participants to one another.

Procedure: Provide each training participant with three slips of paper, a pencil, and three balloons. Instruct participants to write a different fact (three different facts) about themselves that no one else in the room has knowledge of on each slip of paper. Advise the participants not to write their name on the slips of paper.

Have the participants fold the slips of paper in half and insert one folded slip of paper into each of the three balloons. Instruct the participants to blow up the balloons and tie the balloons off. Have the participants place the balloons in the center of the room and thoroughly mix them. Instruct each participant to select three balloons. Have the participants pop their balloons and retrieve the message in each balloon. Advise the participants to find the person who belongs to the slip of paper, write their name on the slip of paper, and sit down once they have identified the correct person for all three of their slips of paper.

Source Unknown



Tombstone Planning

Objective: To encourage participants to open up and disclose something meaningful about themselves.

Procedure: Provide participants with a 3 X 5 card folded in half and a magic marker.

Have everyone write their name on one side of the folded card. Nicknames are acceptable.

Now instruct everyone to ***“Design your own inscription for his or her future tombstone.”*** The inscription should be a brief phrase, couplet, or limerick that in some way provides a commentary on their lives, their achievements, their character, or their relationships.

Discussion: Have participants read their inscription to the group.

What inscriptions most caught your attention? What is it telling you?

If you now had the chance to design a new inscription, what would it be?

You might give participants the chance to ***wipe their slates clean*** at the beginning of each session, and send a new signal to the group at the beginning of each session or at the conclusion of all sessions.

Taken from Scannell, Edward E. & Newstrom, John W., *Still More Games Trainers Play*. NY: McGraw Hill, 1991.



Limericks

Objective: To meet other people in an entertaining way. To energize the group. To encourage teamwork.

Procedure: Gather a number of limericks or poems or sayings that consist of only five lines.

Write one line of each limerick or poem or saying on an index card. Repeat this process for each line of the limerick or poem or saying.

Randomly distribute cards to the participants.

Instruct the participants to move around the room and find the people who have the other four lines to the limerick, poem, or saying.

When the group of five is formed, instruct to create an activity to illustrate their limerick, poem or activity.

Source Unknown



Limericks

ROOM

I wish that my room had a floor;
I don't much care for a door.
 But this walking around
 Without touching the ground
Is getting to be quite a bore.

—Gelett Burgess

REQUIEM

There was a young belle of old Natchez
Whose garments were always in patchez.
 When comment arose
 On the state of her clothes,
She replied, "When Ah itchez, Ah scratchez.

—Ogden Nash

THE ANT

The ant has made himself illustrious
Through constant industry industrious.
 So what?
 Would you be calm and placid?
If you were full of formic acid?

—Ogden Nash

FLY

A flea and a fly in a flue
Were imprisoned, so what could they do?
 Said the fly, "let us flee!"
 "Let us fly!" said the flea.
So they flew through a flaw in the flue.

—Ogden Nash

PAINT

There once was a man from Great Britain
Who interrupted two girls at their knittin'.
 Said he with a sigh,
 "That park bench, well I
Just painted it right where you're sittin'."

—Author Unknown

BRIGHT

There was a young woman named Bright
Whose speed was much faster than light.
 She set out one day
 In a relative way,
And returned on the previous night.

—Author Unknown

SOUP

An epicure dining at Crewe
Found a very large bug in his stew.
 Said the waiter, "Don't shout
 And wave it about,
Or the rest will be wanting one two.

—Author Unknown

LEMONADE

There once was a lady named Lynn
Who was so uncommonly thin,
 That when she assayed
 To drink lemonade,
She slipped through the straw and fell in.

—G. Mark Woodhouse



How We Differ

Objective: To get new group members involved and look at the variety and diversity of the group members.

Procedure: Divide the group into small groups of 3-5. Pass out the questions. Review the scoring for the questions and give the groups 10-15 minutes to complete the questions and compute their score. Give the winning team a prize.

Have each participant stand and state their names, the agency or division they are representing, and their position with the agency or division.

Discussion:

1. Was it more fun participating, talking, sharing, laughing or investigating?
2. Did you learn something new about someone you thought you knew well?

Source Unknown



How We Differ

DIRECTIONS FOR SCORING: Categories (All One point)

Bonus Points (Listed after each category)

1. ____ For each different birthday month recorded.
5 points – born on a holiday
2. ____ Points for each birth state represented.
5 points – born overseas
3. ____ For each shoe size over 12 and under 4.
2 points – wearing sandals
4. ____ For visiting each of the following: *Grand Canyon, Sears Tower, Epcot Center, and Waikiki.*
5 points – for three
7 points – for four
5. ____ Points for each different make of car driven to the training site today.
5 points – if you car pooled
10 points – if you walked
6. ____ For appearing on TV, radio, or newspaper. (You must be mentioned by name.)
7 points – all three
7. ____ Points for each sibling, living or deceased.
5 points – adopted, step, and half-siblings.
10 points – for twins
8. ____ For each continent visited. Requires 24-hour on-ground stay.
10 points – for 6, and
15 points – for all seven or Antarctica
9. ____ Points for each last name starting with the letters Z, Q, K, U.
7 points – for X letters
10. ____ Points for each language (other than native) that you speak fluently.
12 points – three or more
11. ____ For each year married (1 person).
3 points – for 10 years
12 points – for 20 years
12. ____ For each state that you have lived in – 2 points. (Minimum of 6 months)
5 points – for 6 months overseas
13. ____ Points for each living biological/adoptive parent.
3 points – for each living grandparent
7 points – for each living great-grandparent
14. ____ Subtract the youngest age in the group from the oldest, and allow one point for each calendar year between the two.
3 points – for anyone over 65
15. ____ For each person NOT wearing a watch.
3 points – NO jewelry (wedding bands excluded)



Who Cares?

Objective: To allow participants to identify a quality about themselves and to translate that trait into a benefit.

Procedure: Toss a ball (nerfball) randomly among the group of participants. The person who catches the ball stands up, gives her/his name and states a positive quality about her/himself, something positive he/she does, or anything else positive about her/himself. The rest of the group responds “**Who cares?**” The participant then translates the stated fact or quality into a benefit or an advantage. The participant then throws the balls to someone else in the group. The procedure is repeated until everyone in the groups has participated.

Taken from Scannell, Edward E. & Newstrom, John W., *Still More Games Trainers Play*. NY: McGraw Hill, 1991.



Grumble, Grumble

Objective: To provide an opportunity for release of tensions, and to encourage participants to surface negative feelings they may have in a safe manner.

Procedure: Pair up all participants.

Instruct participants to talk simultaneously, sharing any complaints, reservations, resentments, grievances, gripes, or concerns they have on their minds. When either member runs out of issues to disclose, she/he is to say **“grumble, grumble”** until all the participants are done and are saying **“grumble, grumble”**.

Discussion: How did you feel during the exercise? How do you feel now?

Did you feel that you were being **“heard”** during the exercise?

Are there any benefits from this exercise? If so, what are they?

What issues did you **hear (not “report”)** that you feel merit brief discussion?

In what ways do we tend to fall into a **“grumble, grumble”** trap in our daily conversations? Are these productive?

Did this exercise test your listening skills? If so, how?

Taken from Scannell, Edward E. & Newstrom, John W., *Still More Games Trainers Play*. NY: McGraw Hill, 1991.



Faces

Objective: To be used at the start and at the conclusion of the session(s) to determine participants' feelings.

To allow the facilitator to debrief undesired feelings at the end of the session(s).

Procedure: Hand out copies of the *"How Do You Feel Today?"* sheet and ask the participants to indicate their feelings at this time.

When the sheets are completed, ask each participant to reveal their responses to the entire group. This allows you and the group to rectify any negative feelings or attitudes now rather than have a problem later on.

This exercise can begin each session and end each session or it can be used if group is not going as planned to address problems unrelated to group that are impacting group.

Discussion: Do these feelings interfere with group?

Do we generally tend to hide any of these feelings?

Did anyone feel threatened by this exercise and exposure?

Taken from Kroehnert, Gary., *100 Training Games*. NY: McGraw Hill, 1991.



Personally

Objective: To allow participants to state what they feel they have gained from a session or the program.

Procedure: Break the group up into pairs. Ask them to complete the following statement to their partner: ***“Personally, one thing I gained from this session/program was...”***.

After the individuals have answered each other, go around the whole group getting a quick response from everyone to the question.

Discussion: Is all feedback positive?

Does anyone have anything else they would like to add after hearing everyone else?

Source Unknown



Positive Strokes

Objective: To have the participants experience positive feedback and build self-esteem. Accentuate the strengths of the participants.

Procedure: Two or three time during the session, each person fills out a 3 X 5 card about another participant, completing sentences such as **THE THING I LIKE BEST ABOUT (name) IS.** Or, **THE BIGGEST IMPROVEMENT I SAW IN (name) IS.** At the end of the session, the folded cards are passed out and read aloud and then given to the person. You will need 3 X 5 cards of slips of paper for the participants. You can develop slips appropriate to each session.

Samples: The thing I like best about _____ is _____ because...

The biggest improvement I saw in _____ is _____ because...

_____’s strongest character trait is _____ because...

The value / trait I admire most about _____ is _____ because...

Taken from Scannell, Edward E. & Newstrom, John W., *Still More Games Trainers Play*. NY: McGraw Hill, 1991.



Glad To Meet You - Sort Of

Objective: To show the importance of first impressions and how body language can contradict or reinforce verbal messages

Procedure: Divide the participants into small groups of 4 people. Advise the groups that they will each participate in a role-play in which they are asked to meet and greet each other in each of the following ways:

- They really don't want to meet the other people.
- They fear the other people may reject their greeting.
- They already know the people and are good friends with the people.
- They already know the person, but only slightly.

Instruct the groups that each group member is to do all four role-plays as the person meeting and greeting. The rest of the group is to role-play the other people. Allow fifteen minutes for this activity.

Discussion: What influences you most when making first contact with others?
Did your nonverbal behavior reinforce or negate your words or feelings?
Which role-plays were the most difficult/uncomfortable and why?
Do your nonverbal cues speak as/more loudly than your words?
Are you conscious of your range of nonverbal signals?
How might your nonverbal signals impact presenting or education?
Do nonverbal cues impact your presentation of information to others? If so, how?

Source Unknown



Brainstorming Revisited

Objective: To acclimate the participants to a creative group process.

Procedure: Post the four rules for brainstorming on a poster. Review and describe the four rules.

FOUR RULES OF BRAINSTORMING

NO CRITICAL JUDGEMENT IS ALLOWED.

QUANTITY, NOT QUALITY, IS DESIRED.

THE WILDER THE BETTER!

HITCHHIKING (COMBINATION AND IMPROVEMENT) ARE SOUGHT.

To get participants in a creative mode, conduct a **“warm-up”** brainstorming exercise. For example, divide participants into small group of 3-4 and ask them to think of and jot down as many uses for a car key as they can in 60 seconds. Following this **“warm-up”**, address a real-world, group-related problem in the same manner.

Taken from Scannell, Edward E. & Newstrom, John W., *Still More Games Trainers Play*. NY: McGraw Hill, 1991.



K.I.S.S. - Keep It Simple, Silly

Objective: To demonstrate the merits of finding and using simple ways to present information to others to expedite learning and retention.

Procedure: Divide the participants into three groups. Give each group a different set of materials, as follows:

A set of seven phrases that describe the seven deadly sins in rich detail (with those words blended into the list).

A set of seven words that list, in order, the seven deadly sins.

A set of seven words (with a nonsense acronym –PAWSLEG– to cue them).

Give all participants exactly 30 seconds to learn the material. Then ask each group to set aside the material given them, and write the seven deadly sins in order on a separate sheet of paper (in one minute). Display the list of the sins, and ask them to score themselves. Compute the average score for each group.

Discussion: Which group did the best? Why?

In what ways can the KISS principle be applied to presenting information or teaching others?

Source Unknown



The Seven Deadly Sins

Pride, conceit, over-indulged self-esteem

Avarice, greed

Wrath, violent anger, rage, fury

Sloth, laziness, indolence

Lust, intense and obsessive desire

Envy and shameful desire for another's possessions

Gluttony and immoderate consumption



The Seven Deadly Sins

Pride
Avarice
Wrath
Sloth
Lust
Envy
Gluttony



The Seven Deadly Sins

Pride
Avarice
Wrath
Sloth
Lust
Envy
Gluttony

(Note the memory-jogging acronym created by using the first letter of each word: PAWSLEG.)



Will the Real Mr./Mrs. Jones Stand Up?

Objective: To demonstrate the importance of clear communication.

Procedure: Give each participant a 3 X 5 card. Ask the participants to draw a sketch that describes them or something about them. Instruct the participants not to write their name on the card. The sketch can be about the participant's job, a hobby, an interest, family, or other personal topic. Anything that describes something about them is fair game. Collect the 3 X 5 cards. Place the cards in a box/hat/sack/container. Have each participant draw a card. If any participant draws his/her own card, they are to return it and draw another. Ask for a volunteer or select a participant to begin. This participant is to tell the group as much as possible about the unknown person by interpreting the sketch. The participant interpreting the sketch can make any assumptions or inferences desired. Following this extemporaneous speech, the person who drew the sketch is to stand and clarify, correct, or more accurately interpret the sketch. That person then interprets the sketch they selected and the process continues until all the sketches have been interpreted.

Discussion:

1. How comfortable were you presenting information to the group based on the sketch provided and with little time to prepare?
2. How would you have presented the information to the group if you had been given the opportunity to plan for the presentation?

Source Unknown



What Do I (We) Want In Life?

- Objective:** To provide opportunity for individual goal clarification and goal setting.
- To provide an opportunity for participants to share key personal values.
- To provide participants with a task to work on as a vehicle for assessing and improving their process skills.
- Procedure:** Provide all participants with a copy of the “**What Are My Values?**” form, and ask them to complete it individually. This may then serve as the first step in personal goal clarification/goal setting.
- Put participants into small groups (minimum of three). Ask them to share their individual rankings and arrive at a group *consensus* of the rankings that the typical American would identify.
- When they are finished, share the “**key**” with them, and let them compute a measure of their similarity/dissimilarity to other Americans by calculating the sum of the absolute arithmetic differences (without regard to the +/- sign) between their individual rankings and the key, and between their group rankings and the key.
- Discussion:** What are some possible reasons for the differences in the rankings observed?
- What are the implications of your own rankings, individual and group?

Taken from Scannell, Edward E. & Newstrom, John W., *Still More Games Trainers Play*. NY: McGraw Hill, 1991.



What Do I (We) Want In Life?

What Are My Values?

Directions: Examine each of the following items. Rank-order them, in Column 2, from 1-9 (1 = highest priority; 9 = lowest priority) according to the priority you would place on achieving them.

In your small group, discuss the items with your group members and arrive at a consensus ranking for column 4 in the priority order in which you feel the typical American ranks the items.

VALUE	1 Ind. Diff.	2 Indiv.	3 Key	4 Group	5 Diff.
An Exciting Life					
A Sense of Accomplishment					
A World of Beauty					
Family Security					
Freedom					
Happiness					
Inner Harmony					
National Security					
True Friendship					
TOTALS					

Adapted from Sandra J. Ball-Rokeach, Milton Rokeach, and Joel W. Grube, "The Great American Values Test," *Psychology Today*, November 1984.



What Do I (We) Want In Life?

KEY TO VALUES EXERCISE

Value	American's Rank
An Exciting Life	9
A Sense of Accomplishment	4
A World of Beauty	8
Family Security	1
Freedom	2
Happiness	3
Inner Harmony	6
National Security	7
True Friendship	5

Adapted from Sandra J. Ball-Rokeach, Milton Rokeach, and Joel W. Grube, "The Great American Values Test," *Psychology Today*, November 1984.



Listening Exercise

Objective: To examine the manners in which persons of differing temperament preferences listen to and respond to verbal information.

Procedure: Step I - Have each participant respond to the following ten statements and situations. Read the instructions aloud and answer any questions about them.

Instructions: Read the statements below and check the response you'd be most likely to make. Don't be concerned about which would be most effective.

1. "I don't know what I'm going to do. I'm making all kinds of mistakes, and I know my supervisor is unhappy with me. He's already yelled at me two times."

- a. "Why do you make mistakes?"
- b. "Why don't you tell your supervisor how you feel?"
- c. "It's scary to have someone yell at you when you make a mistake."
- d. "Maybe your supervisor has good reason to yell at you. You should do something about making so many mistakes."

2. "The company policy is supposed to be hiring from within the company. And now I find out that this new guy is coming to replace my boss. I had my eye on that job. I've been working hard for it. I know I could prove myself if I had a chance. Well, if that's what they think of me, I know when I'm not wanted."

- a. "It can be disappointing when the company seems to have forgotten about you by hiring outside the company, especially when you put a lot of hard work into your job."
- b. "Maybe your qualifications don't compare with those of the new person?"
- c. "I'd make sure they know your views and let them know your interest in advancement."
- d. "Did they discuss it with you at all?"

3. "My supervisor often makes mistakes and has me handle the situation for him. It ends up that he avoids confronting the issue directly. To add insult to injury, he says to me, 'It's your fault; you should watch for those mistakes,' but they're really his errors..."

- a. "I wouldn't let anybody treat me that way."
- b. "It sounds like you're caught in a double bind; you resent being treated this way, and are wondering what you can do about it."
- c. "What kinds of mistakes does he ask you to cover up?"
- d. "You should quit that job and find one where you're treated fairly."

Taken from Kroehnert, Otto & Thuessen, Janet. *Type Talk at Work*. NY: Delacorte Press, 1992.



Listening Exercise

4. "It happens every time the manager appears in my department. She just takes over as if I weren't there. When she sees something she doesn't like, she tells the employee what to do and how to do it. The employees get confused; I get upset; and finally, she leaves. I'm responsible to her, so what can I do?"

- a. "You should discuss your problems with your boss."
- b. "When did this start to happen?"
- c. "The boss must be the boss, I suppose, and we all have to learn to live with it."
- d. "It upsets you that your manager takes over and gives conflicting directions. You're not sure what would be the most appropriate way to confront her about your feelings regarding her behavior."

5. "It's happened again! I was describing an office problem to my boss and he starts staring out the window. He doesn't seem to be really listening to me because he has to ask me to repeat things. I feel he's superficially giving me the time to state my problems, but he ends up side-stepping the issue."

- a. "You should stop talking when you feel he's not listening to you. That way he'll start paying attention to you."
- b. "You can't expect him to listen to every little problem you have; anyway...you should learn to solve your own problems."
- c. "What kinds of problems do you talk to him about?"
- d. "It's frustrating to have your boss behave this way when you're talking about problems that are important to you."

6. "I think I'm doing all right, but I don't know where I stand. I'm not sure what my boss expects of me, and he doesn't tell me how I'm doing. I'm trying my best, but I wonder who else knows that. I wish I knew where I stand."

- a. "Has your boss ever given you any indication of what he thinks of your work?"
- b. "If I were you, I'd discuss it with him."
- c. "Maybe others are also in the same position, so you shouldn't let it bother you."
- d. "Not knowing if you're satisfying your boss leaves you feeling unsure, and you'd like to know just what he expects from you."



Listening Exercise

7. "As long as I've got a goal ahead, I'll keep striving for it. I'm determined to advance; hard work never bothers me. I know it won't be easy, and I'll probably have to climb over a few people to get my way. This is important to me; I want to be somebody, and I will be."

- a. "You shouldn't have to climb over people to get what you want."
- b. "Getting ahead is very important in your life, even if it means hard work, and it won't be easy."
- c. "What in particular do you want to achieve?"
- d. "You should take some management classes to help you advance."

8. "I'm really tired of this. I arrive in the morning and already I've got twice as much work as I can do. And then they say that 'this is a rush' or 'hurry up with that'. I've got so many people asking me to do things that I just can't keep up, and it bothers me. I like my boss, and my work is interesting, but I could use a vacation."

- a. "With so many people asking you to do things, it's difficult for you to get everything done, and the pressure gets you down."
- b. "Are all those requests from other people part of your job?"
- c. "You seem to have too much work. Why don't you talk it over with your boss?"
- d. "You probably are overworked because you're not organized."

9. "I work like mad to get rush projects completed! What's my reward for getting them out? Nothing! No thanks, no nothing. In fact, most of the time the so-called rush projects are sitting on other people's desks unattended for days."

- a. "How often does this happen?"
- b. "You ought to tell them you don't like being treated this way."
- c. "It appears to me that you feel like others are taking advantage of you and that you're being treated unfairly."
- d. "You shouldn't get so angry."



Listening Exercise

10. "He used to be one of the guys until he was promoted. Now he's not my friend anymore. I don't mind being told about my mistakes, but he doesn't have to do it in front of my co-workers. Whenever I get the chance, he's going to get his!"

- a. "To be told about your mistakes in front of co-workers is embarrassing, especially by a supervisor you once worked with."
- b. "If you didn't make mistakes, your boss wouldn't have to tell you about them."
- c. "Why don't you talk it over with a few people who knew him before and then go talk to him about the situation?"
- d. "How often does he do this?"



Listening Answers

Procedure: Have each participant score their answers using the following answer sheet.

EMPATHETIC RESPONSE (BLUE)

A non-judgmental response that captures the essential theme and/or feeling expressed. Has potential for building rapport and mutual understanding.

1-c 2-a 3-b 4-d 5-d 6-d 7-b 8-a 9-c 10-a

RECOMMENDATION RESPONSE (ORANGE)

A response that offers advice, tells the talker what to do or what not to do, solves the problem or does the thinking for the talker.

1-b 2-c 3-d 4-a 5-a 6-b 7-d 8-c 9-b 10-c

ASKING FOR INFORMATION RESPONSE (GREEN)

A response that asks for additional information to get a clear understanding before responding. Used to excess, the talker may feel "grilled."

1-a 2-d 3-c 4-b 5-c 6-a 7-c 8-b 9-a 10-d

CRITICAL RESPONSE (GOLD)

A response that expresses a form of criticism resulting from a natural tendency to judge, approve or disapprove of a message received.

1-d 2-b 3-a 4-c 5-b 6-c 7-a 8-d 9-d 10-b

Discussion: Lead a discussion around the questions such as the following:

- Are any of the responses more or less correct?
- Does the statement from the person with the issue indicate anything about his or her own temperament preference?
- What type of temperament appropriate response may be given to the talker with the issue?
- Based on your own temperament preference, which response would you most easily listen to and which would you least likely listen to?



Hierarchy of Values

Humor
Freedom
Honor
Love
Wealth
Career Success
Religious Faith
Health
Good Disposition
Friendship
Power
Character
Knowledge
Economic Security
Respect

Review this list of words. Assume that you do not possess, or have, any of these qualities or characteristics, and that you can have only three of them, and not any of the others for the rest of your life; which ones would you choose? Then look at the remaining words and put them in rank order from 4 to 15. Write the number you assign beside each word.



What Is It?

Objective: To show that an instruction or description needs to be put into context.

Procedure: Tell the group that they are going to be given a very clear procedural description. They will have 2 minutes to read the handout. Give all participants a copy of ***“The Procedure”*** handout. Instruct the participants that if they identify the procedure based on the description, they are to raise their hand and not tell anyone else what the procedure is.

After the 2 minutes are up, advise the group that even very clear instructions or descriptions need to be put into context. Then have the participants who raised their hand state what the procedure is. If no one is correct, ask the group if adding the word ***“clothes”*** and ***“washing”*** assists them in identifying the procedure. If someone is correct, ask the group what words could have been added to clarify the description and to add context to the procedure.

Discussion: Do we give or receive instructions like this in our daily lives?

What is the value and what are the benefits of putting instructions and descriptions into context?

Taken from Kroehnert, Gary. *100 Training Games*. NY: McGraw Hill, 1991.



The Procedure

The procedure is actually quite simple. First you arrange things into different groups. Of course, one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities that is the next step, otherwise you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than too many. In the short run this may not seem important but complications can easily arise. A mistake can be expensive as well. At first the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity for this task in the immediate future, but then one can never tell. After the procedure is completed one arranges the materials into different groups again. Then they can be put into their appropriate places. Eventually they will be used once more and the whole cycle will have to be repeated. However, this is part of life.



Tale Of The Processionary Caterpillars

Objective: To stimulate the group members to be aware of the dangers of passively accepting what others say and do.

Procedure: Share this tale with the group: There is a type of caterpillar called a processionary caterpillar, so named because one will establish a direction and all the others will fall in very closely behind and move in the same path. As a matter of fact, the followers' behavior becomes so automatic that their eyes become half-closed as they shut out the world around them and let the leader do all the thinking and decision making about which direction to pursue. Their behavior is rote and automatic.

An experiment by the French naturalist Jean-Henri Fabre demonstrated the rigidity of the processionary caterpillars' behavior when he enticed the leader to start circling the edge of a large flowerpot. The other caterpillars followed suit in a tight procession, forming a closed circle in which the distinctions between leader and follower became totally blurred, and the path had no beginning and no ending. Instead of soon getting bored with the nonproductive activity, the caterpillars kept up their mindless search for several days and nights until they dropped off the edge through exhaustion and starvation from lack of food. Relying totally on instinct, past experience, custom, and tradition, the caterpillars achieved nothing because they mistook activity for achievement.

Discussion: In what ways, if any, are you like the processionary caterpillar?

Are you susceptible to falling prey to the phenomenon of the processionary caterpillars? Explain.

What can you do to prevent yourself and others from becoming like the caterpillars in the story?

Taken from Scannell, Edward E. & Newstrom, John W., *Still More Games Trainers Play*. NY: McGraw Hill, 1991.



If Liars Can Figure, Can Figures Lie?

Objective: To alert participants to the fact that they must always be alert to the possibility that what they hear may need to be questioned, examined and challenged.

Procedure: Distribute copies of the “quiz” to the trainees.

Create a sense of urgency by indicating that you will only allow exactly two minutes for completion of the test. Ask participants not to disclose their choices until all participants have finished the test.

Ask the group for their responses (preferably, tabulate the number who identified each of the seven problems on a chalkboard or flip chart).

Then, when someone objects that there are only two items arithmetically incorrect (numbers 2 and 3 are false), point out that therefore the initial assertion is false. Consequently, that assertion becomes the third false statement that they were to identify.

Discussion: Were the directions clear or ambiguous? If so, why were they misinterpreted?

What are some reasons that statements and assertions are readily accepted, and almost naively believed?

Under what circumstances/conditions should another’s assertions and statements be less-readily accepted and even challenged?

Taken from Scannell, Edward E. & Newstrom, John W., *Still More Games Trainers Play*. NY: McGraw Hill, 1991.



The “Quiz”

There are three false statements on this page. Identify them by underlining each one. Please work quickly. Raise your hand when you are done.

1. $\sqrt[2]{169} = 13$
2. $243 \div 3 = 61$
3. $4 \times 27 = 98$
4. $(213 - 23)/2 = 95$
5. $(7)^3 = 343$
6. $242 - 12/3 = 238$
7. $6^2 + 8^2 = \sqrt[2]{10,000}$

Taken from Scannell, Edward E. & Newstrom, John W., *Still More Games Trainers Play*. NY: McGraw Hill, 1991.



Just For Fun

Communication is serious. The following statements were actually sent to insurance companies following accidents. This is a handout for discussion around communication.

1. An invisible car came out of nowhere, struck my vehicle, and vanished.
2. I was on my way to the doctor with rear-end trouble when my universal joint gave way, causing me to have an accident.
3. The pedestrian had no idea which direction to go, so I ran over him.
4. I collided with a stationary (sic) truck coming the other way.
5. I pulled away from the side of the road, glanced at my mother-in-law, and headed for the embankment.
6. I had been shopping for plants and was on my way home. As I reached an intersection, a hedge sprang up, obscuring my vision.
7. I had been driving my car 40 years when I fell asleep at the wheel and had an accident.
8. The other car collided with mine without giving warning of its intentions.
9. I thought my window was down, but I found out it was up when I put my hand through it.
10. My car was legally parked as it backed into the other vehicle.
11. In my attempt to k8ill a fly, I drove into a telephone pole.

Source: Varied, including the *Toronto Sun*



100 Ways to Reduce Stress

Set priorities in your life • Avoid negative people • Use time wisely • Always make copies of important papers • Anticipate your needs • Ask for help with the jobs you dislike • Break large tasks into bite-size portions • Look at problems as challenges • Repair anything that doesn't work properly • Simplify meal times • Look at challenges differently • Unclutter your life • Smile • Be prepared for rain • Tickle a baby • Pet a friendly dog/cat • Don't know all the answers • Avoid relying on chemical aids • Avoid tight-fitting clothes • Get up 15 minutes earlier • Prepare for the morning the night before • Set appointments ahead • Don't rely on your memory ... write it down • Practice preventive maintenance • Make duplicate keys • Say "no" more often • Look for the silver lining • Say something nice to someone • Teach a kid to fly a kite • Walk in the rain • Schedule play time into every day • Take a bubble bath • Be aware of the decisions you make • Believe in yourself • Ask a friend for a hug • Develop your sense of humor • Have goals for yourself • Learn to whistle a tune • Listen to a symphony • Look up at the stars • Practice breathing slowly • Read a poem • Say hello to a stranger • Stop saying negative things to yourself • Do a new thing • Read a story curled up in bed • Stop thinking tomorrow will be a better day • Visualize yourself winning • Watch a ballet • Stop a bad habit • Buy yourself a flower • Take time to smell the flowers • Find support from others • Ask someone to be your "vent-partner" • Work at being cheerful and optimistic • Put safety first • Do everything in moderation • Pay attention to your appearance • Always have a plan "B" • Be responsible for your feelings • Become a better listener • Feed the birds • Hum a jingle • Learn a new doodle • Look at a work of art • Maintain your weight • Plant a tree • Stretch your limits a little each day • Strive for excellence, NOT perfection • Learn to meet your own needs • Memorize a joke • Practice grace under pressure • Stand up and stretch • Know your limitations and let others know them too • Tell someone to have a good day in pig latin • Throw a paper airplane • Exercise every day • Learn the words to a new song • Get to work early • Clean out one closet • Play patty cake with a toddler • Go on a picnic • Take a different route to work • Leave work early (with permission) • Put air freshener in your car • Watch a movie and eat popcorn • Write a note to a far away friend • Go to a ball game and scream • Cook a meal and eat it by candlelight • Freely praise other people • Get enough sleep • Have a support network of people, places and things • Keep a journal • Practice a monster smile • Quit trying to "fix" other people • Recognize the importance of unconditional love • Remember that stress is an attitude • Remember you always have options • Talk less and listen more • Relax; take each day at a time.



It'll Never Fly Wilbur

Objective: To allow participants to identify possible roadblocks or barriers that might impede change in their life.

Procedure: In introducing a new concept, a plan of action, or a problem-solving session, set the stage by identifying the objectives of the session. For example, "Our task this morning is to understand that there is a pattern that one follows in becoming involved in criminal activity and to help you determine if you are on that path."

Then the participants are immediately asked to write out 4-5 problems they see that would possibly block them from completing the task. For example, "I can't give up all my friends," or "I can't leave my spouse," or "I don't have anyone to help me get off dope (quit drinking)."

Put the participants in groups of two or three and ask them to discuss their concerns. Each group is to write out its 3 major roadblocks on a piece of paper and report them out to the entire group. Acknowledge the comments, collect the pieces of paper and redistribute the pieces of paper so that each group receives a different piece of paper.

The group is to discuss the problem roadblocks and creatively identify and write down several ways to solve them. The groups are to report their solutions back to the entire group.

Taken from Scannell, Edward E. & Newstrom, John W., *Still More Games Trainers Play*. NY: McGraw Hill, 1991.



Confronting Problems

- Objective:** To show that obstacles can be overcome. Designed for use in session dealing with self-image and interpersonal skills.
- Procedure:** The facilitator describes a scene of an offender on probation for possession of a controlled substance walking down a street and meeting an old friend who is smoking dope and offers to share his dope with the offender. The group participants are asked to give brief responses as to what they would do in the situation. The facilitator records the responses on a flip chart.
- Discussion:** Lead the group in a discussion about how the answers reflect the manner in which we confront problems on a daily basis.

Are the responses positive or negative?

Are the responses likely to result in positive or negative consequences?

Adapted from Scannell, Edward E. & Newstrom, John W., "Confronting the Bear", *Still More Games Trainers Play*. NY: McGraw Hill, 1991.



Decisions, Decisions

Objective: To show participants the desirability of committing themselves to a position, but only after carefully listening for input with which to make a potential decision.

To convince participants of the merits of remaining flexible so as to absorb new inputs and adapt to new ideas.

Procedure: Have all participants stand in the middle of the room. Share a brief scenario that results in a dilemma, or the essence of a controversial topic of contemporary interest. Then state a key assertion flowing from the story. For example, a parent of four rescued three of four children trapped in a burning apartment. Subsequent to the dramatic rescue, the parent was arrested and charged with injury to a child. Arson investigators attributed the one child's death to the children who were playing with matches while the parent was down at the local bar having a drink with neighborhood friends. Assertion: The parent deserved to be arrested for the death of the child even though three were saved.

Designate each corner of the room as space for those who **Strongly Agree, Somewhat Agree, Somewhat Disagree, or Strongly Disagree**. Ask participants to move to the corner of the room that best represents their current position on the assertion. If they have **"No Opinion"**, they should temporarily stay in the middle of the room, but must eventually choose a corner. (Not all corners will necessarily have someone in them.) Ask volunteers from any corner to voice their reasoning. Participants may, at any time, move from one corner to another, thus indicating that they have changed their mental position on the issue – either directionally or by degree.

Discussion: How flexible are you on controversial issues? Are you open to new inputs and arguments?

What kinds of arguments are most effective in swaying opinions?

How can we discipline ourselves to become better listeners and make better decisions?

Taken from Scannell, Edward E. & Newstrom, John W., *Still More Games Trainers Play*. NY: McGraw Hill, 1991.



Basketball Role Play

Objective: To demonstrate an emotionally charged, competitive situation in which choices must be made and emotions must be managed.

Procedure: Select three participants to assist you in the activity. Have them listen to the story as you read it and act out the roles. Provide a Nerf basketball for the participants to use during the role-play. Provide a whistle for the character role playing the referee.

Basketball Story

You are Joe Johnson, the sharp-shooting team captain of the Jasper City Jugheads, who are in the final seconds of the state high school basketball championship. It's been a hard fought game; emotions are high; and the opposing team has the ball with only 30 seconds left to play in a tie ball game.

The Jugheads are a good team, but it's you, Joe, that have made them a championship contender. You got game!

As the Morton High Meerkats bring the ball down the court, the ball is passed to Mike Michaels, the player you are guarding. Now Michaels is a good player, but he has a notorious reputation for being a great actor. He flops much better than he shoots. Michaels posts up down low, turns, shoots, and you block the shot clean and hard. True to his reputation, Michaels clinches his shooting arm in mock pain and falls to the floor. You snatch the ball happily and head quickly down the court as you laugh at Michaels' poor acting job.

Suddenly, the whistle blows! You turn in amazement to see that the referee, Mortimer Mole, who needs glasses, has called a FOUL—on you! You respond, "FOUL!? ARE YOU BLIND?" You yell at the old man. You are stunned and can't believe it. You let him know it!

Referee Mole then hits you with a technical. You respond, "WHAT? A TECHNICAL!" You happen to glance down at Michaels, and he mockingly points up at you, laughing at you, and making you even angrier.

As you throw your arms up and become even more out of control, you accidentally hit Referee Mole, and he promptly throws you out of the game. From the bench, you watch Michaels, a typically great free throw shooter, miss his first shot. He hits the second one and Meerkats are now up by one point. Michaels misses the technical but the Meerkats retain control of the ball.

Provided by an NCTI Facilitator



Basketball Role Play

On the way back down the court, Michaels trips and falls leaving the player whom replaced you with the opportunity to steal the ball. With Michaels on the floor, your replacement is wide open. He shoots, the buzzer sounds and the ball clangs off the side of the rim and bounces down the court. You could have easily made that shot, but all you could do was watch as your team loses the state championship by one point.

Discussion: Could this situation have been handled differently? What was the basic cause of Joe's ejection from the game? How do you think Joe felt after the game? If Joe could live through the final seconds of the game again, do you think he might respond differently the second time? Have you ever become so angry that you let your emotions control your actions?



Consequences, Responsibility, and AIDS/Pregnancy

Objective: To promote discussions about the long-term impact of active sexual relationships and potential consequences through a role-play activity.

Procedure: Divide the group in half. Separately and in a manner in which one half of the group cannot hear the other half of the group's instructions, give each group the following role-play information. It is helpful if you have an assistant facilitator or can arrange to have an assistant facilitator for this exercise. You can give the role-play information to one group and the assistant facilitator can give the role-play information to the second group.

Depending on the make-up of your class, some males may have to assume the role of females for this exercise or some females may have to assume the role of males for this exercise. However, allow all the females and males to role-play the appropriate gender role to the degree that is possible.

Group one is the female role-play group. Tell the female role players that they have just learned that they are pregnant and must inform their boyfriend of the situation.

Group two is the male role-play group. Tell the male role players that they have just learned that they are HIV positive and must inform their girlfriend of the situation.

Bring the groups together. Pair the role players and have them begin the role-play. Circulate throughout the group to get an idea of the discussions going on for later process purposes.

Process: Conduct a discussion about the role-play using questions such as the following:

- ⇒ How easy was it to tell your partner about your situation?
- ⇒ Which problem was addressed first?
- ⇒ Were you able to intelligently discuss the situations and the potential problems in your future?
- ⇒ Did any couple decide how to handle the situation?
- ⇒ Was either partner's behavior more inappropriate than the other's behavior?
- ⇒ Did you discuss how you'd tell family members about the situations?

There are many more questions that you may choose to use in your discussion. You may even choose to put the class in groups of four to grapple with the questions. The questions may have to be appropriately altered for adults.



How Crowded Is Your Bed?

Purpose: To examine personal sexual risk behaviors.
To role-play communication skills related to taking one's sexual history.

Time: 1 hour

Materials: Index cards and/or name tags.
A blanket or bedspread.
Character props as available.

Introduction: This session focuses on sexual behaviors and their long-term impact on others. The session is a "silent" role-play. Each of you will be actors in the role-play. I will give you cues to initiate your role.

Directions:

1. Write the following names of the story's characters on index cards or nametags.
2. Have each member of the class draw an index card or name tag to identify their **character** for the silent role-play.
3. Place a large bedspread or blanket in the middle of the room. Have the participants who drew the character names **John and Maria** seat themselves at the head of the bedspread or blanket.
4. Read the story and have the characters move to the bedspread and sit down as their character is named in the story.



How Crowded Is Your Bed?

1. Characters – John and Maria

This is the story of **John** and **Maria**. They became engaged this afternoon at a romantic picnic by a secluded lake. They have begun to make plans for their wedding and their life together. They spent a fun-filled evening announcing their engagement to their many friends. They kissed good night and went to their respective apartments and called their families to let them know the good news.

As John and Maria prepared for bed, they both excitedly anticipated their honeymoon. Unknown to each other, past memories started crowding their minds as they each tried to sleep. It is not worries about what the sexual experience will be like—rather, it is crowded with memories of dating days in the past!

2. Character – Don

Maria remembers that as a high school sophomore she met her first love, **DON**. He was an adorable upperclassman. She was the envy of all of her friends. After dating for two months, they both had sex for the first time. Since it was the first time for both, they weren't accustomed to discussing the sexual experience. The sex was quite clumsy and embarrassing. As a result, they broke up about two weeks later.

3. Characters – “Can’t even remember their names???” (2)

John remembers how “cool” he was as a freshman. Among his group of friends, it was the “in thing” to have sex whenever and with whomever they could. The object of dating was to “score”. To be accepted by his friends, John dated lots of girls and he had sex with at least two different girls. He **can’t even remember their names**. The sex always followed alcohol at a party. The alcohol gave him the courage to go through with the sex act. His freshman year is a blur.

4. Characters – Tiffany and Melinda

From his sophomore through junior years, John was a little more careful because he did not want to have a girlfriend get pregnant. He had seen the anguish his best friend went through when he got a girl pregnant. John dated only two girls seriously — **Tiffany** and **Melinda**. He made sure he had genital contact but no actual intercourse. He now realizes how lucky he

Provided by Campbell County, Wyoming, 1993



How Crowded Is Your Bed?

and his two girlfriends were because even that contact could have created a pregnancy or passed on a STD (Sexually Transmitted Disease).

5. **Characters – Clara, Clara’s boyfriend, and Clara’s boyfriend’s partners (3)**

Late in his senior year, John met **Clara** at his part-time job. She had a young child. Clara said she got pregnant the first time she had sex with her **Boyfriend** as a junior. The guy dumped her when he found out she was pregnant. She did not know her boyfriend’s sexual history or her **Boyfriend’s Partners**. John and Clara dated for a year before they had sex. They continued to date and have sex for two more years. John hated to hurt Clara, but he realized that he wanted more out of life. He broke off with her.

6. **Characters – Sam the Scientist, Suzy the Streetwalker, Suzy’s Partners (5)**

Maria became cautious in dating as a result of the bad experience with Don. As a sophomore and junior, she dated casually. She did not want to become too emotionally involved with anyone. She just enjoyed playing the field and participating in school activities. In her senior year, she met a super guy, **Sam the Scientist**, who shared her interest in science. At first, he did not pressure her sexually. They dated their senior year enjoying each other’s company and discussing all the things they wanted to do in their lives.

Unknown to Maria, one night at a party, Sam the Scientist was flattered by the attention of **Suzy Streetwalker**. After partying and drinking quite heavily, Sam ended up going to bed and having sex with Suzy. He had no idea how many **Partners** she’d had before him. The next day, Sam’s pals told him there were rumors that Suzy used drugs. He felt terribly guilty and never saw Suzy again. He didn’t tell Maria immediately because it was just a one-night stand, and he had no feelings for Suzy.

As Sam and Maria continued to date, they became more and more sexually intimate. Two months after the one-night stand with Suzy, Sam noticed the appearance of a rash and noticed that small patches of hair were falling out. Since he was going for a college physical, he asked the doctor about the symptoms. He was diagnosed with syphilis. He had to tell Maria. She obtained medical care. Shortly afterwards, they broke up because the trust was never the same between them. They both left for college.

For several years in college, Maria rarely dated. She was weary of commitments.



How Crowded Is Your Bed?

7. Character – Nan

After leaving high school and breaking off with Clara, John entered the military. One night while on leave, he met **Nan** the nurse. Because of the information on HIV/AIDS, she had not had sex before. They fell madly in love and married three months later. At first their sex life was great. But because they had not taken much time to get to know each other before marriage, they began to discover that they had a lot of differences. The marriage lasted five years, produced no children and ended in divorce.

8. Character – Jose

Meanwhile, Maria started her career as a financial advisor. She met a particularly nice fellow, **Jose**. As a high school student, he had taken a very good and comprehensive sex education class from an excellent instructor. He had dated a lot but limited his sexual activity to heavy make-out sessions. They were planning to be married, so Maria and Jose had sex. Tragically, Jose was killed in a car accident before the wedding. Maria was devastated and buried herself in her work as a financial advisor.

9. Characters – John and Maria

After the divorce and completion of his military duty, John decided he needed to get his financial life squared away and become more mature. A friend recommended Maria as a financial advisor. Maria helped John for over two years before they started dating. They took several months to get to know each other well. Because they are now more mature and have learned from the past ten years of relationship experiences, they felt they were ready to once again settle down and make a serious commitment to marriage. Because they believe what is in the past stays there, they have not actually discussed their sexual histories. It all happened before they met.

As John and Maria anticipate their wedding day, they begin to think about their past relationships. They have heard that the asymptomatic stage of HIV/AIDS can last for several years. They do not want to endanger each other's lives. They are beginning to be haunted by skeletons in their closets. John and Maria realize that their honeymoon could be very crowded.

(Pause)

How crowded is your bed?



How Crowded Is Your Bed?

- Discussion:**
1. How realistic is this story to the dating scene?
 2. What were behaviors that put John and Maria at risk for sexually transmitted diseases and HIV/AIDS?
 3. What were some of the reasons John and Maria had multiple sex partners?
 4. What should John and Maria do now?
 5. How might John and Maria begin a conversation about their past sexual history?
 6. **OPTIONAL:** Make sure that the participants cannot see each other's papers. On a separate piece of paper, have the participants write down the names of their own sexual partners. Participants may use nicknames, initials, or another identification method instead of real names to preserve confidentiality. Promise the participants that the list will not be shared with anyone else. Then have the participants write down the sexual partners as known to them of the sex partners on their list. Finally, have the participants identify the steps they might take to reduce the risk for contracting STDs or HIV/AIDS from this point forward.

For those participants who have not had multiple sex partners, have them write down positive reasons for having limited sexual partners.

Have the participants sign off on a role sheet that they have completed the exercise. Have them tear their list and composition into shreds. Place the shredded paper into a trashcan for disposal.



How Crowded Is Your Bed?

LIST OF CHARACTERS

John	Sam the Scientist
Maria	Suzy the Streetwalker
Don	Suzy's Partners (Male)
Can't Even Remember Their Names???	Suzy's Partners (Male)
Can't Even Remember Their Names???	Suzy's Partners (Female)
Tiffany	Suzy's Partners (Male)
Melinda	Suzy's Partners (Female)
Clara	Nan
Clara's Boyfriend	Jose
Clara's Boyfriend's Partners (Male)	
Clara's Boyfriend's Partners (Female)	
Clara's Boyfriend's Partners (Female)	



Making A Choice

Objective: To provide participants with the opportunity and practice in considering alternative options for a variety of situations.

Procedure: Clip out a variety of articles on different situations that have made the news (violence, political situations, election campaign materials, crime, abuse, etc.). Bring the articles to your session (Violence, What Is a Criminal?, Gangs, etc.). Divide the participants into small groups of three or four. Give each small group a copy of one article. Have them read the article individually.

Provide each group with two pieces of flip chart paper and colored markers. Instruct the small group to complete the following activities:

- _ Draw a picture of the main idea included in the article on one sheet of flip chart paper. Do not use words.
- _ As a group, answer the following questions and record your answers on the second sheet of flip chart paper. Be prepared to report out to the entire group.
- _ What is the article about?
- _ Based on the information in the article, what choices were made?
- _ What other choices could have been made given the information provided in the article?
- _ What is the future for the individual portrayed in the article?

Discussion: Have each group explain their drawing and provide a synopsis of the article to the entire group. Have each group explain their answers to the questions to the entire group. Have the group provide feedback if they feel the need on each article.



Privilege Exercise

Objective: To assist participants in seeing and feeling the inequities many people face.

Procedure: Line the participants up in a straight line across the room or activity area. Explain to the participants that you will be reading a list of statements. At the end of each statement, there is a direction that the participants are to follow if applicable. Read the following statements:

- If your ancestors were forced to come to the USA, not by choice, take one step back.
- If your primary ethnic identity is American, take one step forward.
- If you were ever called names because of your race, class, ethnicity, gender or sexual orientation, take one step back.
- If there were people of color who worked in your household as servants, gardeners, etc., take one step forward.
- If you were often embarrassed or ashamed of your clothes, house, car, etc., take one step back.
- If your parents were professional, doctors, lawyers, etc., take one step forward.
- If you were raised in an area where there was prostitution, drug activity, etc., take one step back.
- If you ever tried to change your appearance, mannerisms or behavior to avoid being judged or ridiculed, take one step back.
- If you studied the culture of your ancestors in elementary school, take one step forward.
- If you went to school speaking a language other than English, take one step back.
- If there were more than 50 books in your house when you grew up, take one step forward.
- If you ever had to skip a meal or were hungry because there was not enough money to buy food when you were growing up, take one step back.
- If your parents took you to art galleries or plays, take one step forward.
- If one of your parents was unemployed or laid off, not by choice, take one step back.
- If you attended a private school or summer camp, take one step forward.

Derived from the *Color Blind Justice Conference, Phoenix, AZ*



Privilege Exercise

- If your family ever had to move because they could not afford the rent, take one step back.
- If you were told that you were beautiful, smart and capable by your parents, take one step forward.
- If you were ever discouraged from academic participation or jobs because of race, class, ethnicity, gender or sexual orientation, take one step back.
- If you were encouraged to attend college by your parents, take one step forward.
- If prior to age 18 you took a vacation out of the country, take one step forward.
- If one of your parents did not complete high school, take one step back.
- If your family owned your own home, take one step forward.
- If you saw members of your race, ethnic group, gender or sexual orientation portrayed on television in degrading roles, take one step back.
- If you were ever offered a good job because of your association with a friend or family member, take one step forward.
- If you were ever denied employment because of your race, ethnicity, gender or sexual orientation, take one step back.
- If you were paid less, treated less fairly because of race, ethnicity, gender or sexual orientation, take one step back.
- If you were ever accused of cheating or lying because of your race, ethnicity, gender or sexual orientation, take one step back.
- If you ever inherited money or property, take one step forward.
- If you had to rely primarily on public transportation, take one step back.
- If you were ever stopped or questioned by the police because of your race, ethnicity, gender or sexual orientation, take one step back.
- If you were ever afraid of violence because of your race, ethnicity, gender or sexual orientation, take one step back.
- If you were generally able to avoid places that were dangerous, take one step forward.
- If you ever felt uncomfortable about a joke related to your race, ethnicity, gender or sexual orientation, take one step back.
- If you were ever the victim of violence related to your race, ethnicity, gender or sexual orientation, take one step back.



Privilege Exercise

- If your parents did not grow up in the United States, take one step back.
- If your parents told you that you could be anything you wanted to be, take one step forward.

Discussion: After completing the movement portion of the exercise, have participants remain in their final positions and look at their own position in the room in comparison to the position of other participants' positions in the room. Have the participants pair up with someone whose final position was in opposition to their own final position. Instruct the pairs to be seated and discuss the exercise including their personal thoughts and feelings about their final positioning.

After allowing the pairs to discuss their thoughts and feelings, conduct a general discussion about the conclusions and the pair processing exercise. General discussion questions may include:

- Was this exercise comfortable for all participants? If not, why not?
- Did any of the questions cause anyone to feel devalued in any way?
- Is this exercise useful? If so, how so?
- Are there any general conclusions that can be drawn from the experience and the pair discussion?



Who Shall Survive?

A Decision-Making Exercise

Instructions: You are the captain of a cruise ship. The ship begins to sink. You have a life raft that will hold 6 people. There are 15 people on the ship. Who shall survive? You have 10 minutes to decide. Select 6 people.

1. A one-month-old baby
2. A rabbi
3. An older black teacher
4. A nun
5. A police officer
6. An old man who has worked as a janitor and saved for twenty years to take this trip
7. A governor
8. A black militant
9. An older white teacher
10. A seventeen-year-old student
11. A deaf mute
12. A blues singer
13. A mother of four children
14. A school principal
15. A fifteen-year-old pregnant girl



Moon Survival

Your spaceship has just crash-landed on the moon. You were scheduled to meet with the mother ship 200 miles away on the lighted surface of the moon, but the rough landing has ruined your ship and destroyed all the equipment on board, except for the 15 items listed below.

Your crew's survival depends on reaching the mother ship, so you must choose the critical items necessary for the 200-mile trip. Your task is to rank the 15 items in terms of their importance for survival. Write your answer in column #1. Place a "1" by the most important items, a "2" by the second most important, and so on through "15", the least important.

This is an exercise in group decision making. Your ENTIRE group has to agree on the answers before you can write them down. Here are some guidelines to follow:



- ✓ Avoid arguing. Don't attack other suggestions. Solve the problem with logic.
- ✓ Don't change your mind ONLY in order to reach agreement and avoid conflict. Support the solutions for which you are able to agree, or at least partially agree.
- ✓ Avoid "conflict-reducing" techniques such as voting, averaging, trading or compromise to reach a conclusion.
- ✓ View differences of opinion as being helpful. Remember, two heads are better than one.

	Individual Rank	Team Rank	NASA Rank	Individual Difference	Team Difference
1. Box of matches	_____	_____	_____	_____	_____
2. Food concentrate	_____	_____	_____	_____	_____
3. 50 feet of nylon rope	_____	_____	_____	_____	_____
4. Parachute silk	_____	_____	_____	_____	_____
5. Portable heating units	_____	_____	_____	_____	_____
6. Two hand-guns	_____	_____	_____	_____	_____
7. One case of dehydrated milk	_____	_____	_____	_____	_____
8. Two 100-pound tanks of oxygen	_____	_____	_____	_____	_____
9. Stellar map of moon's constellations	_____	_____	_____	_____	_____
10. Self-inflating life raft	_____	_____	_____	_____	_____
11. Magnetic compass	_____	_____	_____	_____	_____
12. Five gallons of water	_____	_____	_____	_____	_____
13. Signal flares	_____	_____	_____	_____	_____
14. First-aid kit containing injection needles	_____	_____	_____	_____	_____
15. Solar-powered FM receiver-transmitter	_____	_____	_____	_____	_____

TOTAL

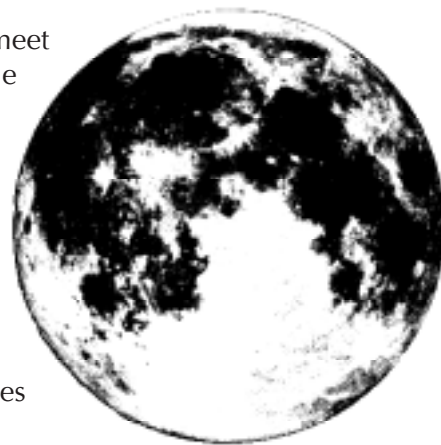


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- ✓ Avoid "conflict-reducing" techniques such as voting, averaging, trading or compromise to reach a conclusion.
- ✓ View differences of opinion as being helpful. Remember, two heads are better than one.

	Individual Rank	Team Rank	NASA Rank	Individual Difference	Team Difference
1. Box of matches	_____	_____	15	_____	_____
2. Food concentrate	_____	_____	6	_____	_____
3. 50 feet of nylon rope	_____	_____	4	_____	_____
4. Parachute silk	_____	_____	5	_____	_____
5. Portable heating units	_____	_____	11	_____	_____
6. Two hand-guns	_____	_____	12	_____	_____
7. One case of dehydrated milk	_____	_____	10	_____	_____
8. Two 100-pound tanks of oxygen	_____	_____	1	_____	_____
9. Stellar map of moon's constellations	_____	_____	2	_____	_____
10. Self-inflating life raft	_____	_____	7	_____	_____
11. Magnetic compass	_____	_____	14	_____	_____
12. Five gallons of water	_____	_____	3	_____	_____
13. Signal flares	_____	_____	9	_____	_____
14. First-aid kit containing injection needles	_____	_____	13	_____	_____
15. Solar-powered FM receiver-transmitter	_____	_____	8	_____	_____

TOTAL



The Fallout Shelter Problem

Your group are all members are of a department in Washington, D.C., that is in charge of experimental stations in the far outposts of civilization. Suddenly World War III breaks out and bombs begin dropping. Places all across the globe are being destroyed. People are heading for whatever shelters are available. You receive a desperate call from one of your experimental stations asking for help.

It seems there are ten people at one of the shelters, but there is only enough space, air, food and water for six people for a period of three months. These people realize that if they must decide among themselves, they are likely to become irrational and begin fighting, so the decision as to who will be admitted is up to you. Your group has 30 minutes in which to make this decision based on some very superficial descriptions of the ten people involved. Then your group must go to their own bomb shelter.

Before you begin, you need to be aware of two important considerations. It is entirely possible the six people you choose to stay in the shelter might be the only people left in the world to start the human race over again. Also, if your group does not make the choice within 30 minutes, the ten people will fight among themselves and it is possible that more than four will perish.

1. A 16-year-old girl of questionable IQ; a high school drop-out; pregnant.
2. A policeman with a gun; thrown off the force for police brutality. He will not give up his gun.
3. A 75-year-old clergyman.
4. A 36-year-old female physician; unable to have children.
5. A 42-year-old male violinist; served 7 years for pushing narcotics; has been out of jail for 2 months.
6. A 20-year-old black militant; no special skills.
7. A 39-year-old former prostitute; "retired" for four years.
8. An architect; homosexual.
9. A 26-year-old male law student.
10. The law student's 25-year-old wife; spent the last 9 months in a mental hospital; still heavily sedated. They refuse to be separated.

List the four people eliminated and explain why:

1. _____

2. _____

3. _____

4. _____



Leaders and Team Members Briefing Sheet

LEADERS AND TEAM MEMBERS is a simulation in which three teams each containing a Leader and several Team Members, have the job of getting blindfolded Team Members into a particular part of the room. This event is being staged at the FBI Training Academy for the purpose of selecting law enforcement officers who will work undercover on a multi-state crime task force.

You are either FBI agents (trainers and psychologists) at the FBI Training Academy or you are candidates who have applied for a position on the undercover multi-state task force. For the previous ten days, the candidates have undergone various tests, attended lectures, and participated in specific group activities, all of which were observed by the FBI trainers and psychologists.

Today is the final Group test, entitled LEADERS AND TEAM MEMBERS.

The simulation will begin with all the candidates at one end of the room and the FBI trainers and psychologists at the other end of the room. Please select a piece of paper from the folded sheets on your table to ascertain if you are a FBI agent or a candidate. The FBI agents need to move to this end of the room and the candidates need to move to the opposite end of the room. The FBI agents need to quickly divide the candidates into three randomly assigned teams (Red Team, Purple Team, and Brown Team).

from Nilson, Carolyn, *Texas Games for Trainers*,
NY: McGraw Hill, 1993



Instructions to Leaders and Team Members

From: FBI Assessment Staff

RE: Candidates in the LEADERS AND TEAM MEMBERS exercise

Read the instructions individually and in silence. Do not communicate with other members of your team or with other teams until we announce that the discussion period has begun.

During the discussion period you can plan how to code your whistle signals and you will be able to practice. You can visit other teams for the purpose of coordination and cooperation of the whistling arrangement, but only one member of each team can be absent from the team's base at any one time. Some time during the discussion period, you must select a member of your team to be your Leader.

At the end of the discussion period, we will indicate the area that must be occupied by all three Leaders, who must stay together in this area. The Team Members will be blindfolded in the center of the room and moved to random and well-separated positions. We will then mark out the RED, PURPLE and BROWN target areas.

Apart from the whistling, candidates must remain silent until we announce that the exercise is ended and that the blindfolds can be removed.

The scoring is as follows:

- **RED TEAM:** two points for each RED Team Member reaching the RED target area; one point for each PURPLE Team Member reaching PURPLE target area.
- **PURPLE TEAM:** two points for each PURPLE Team Member reaching the PURPLE target area; one point for each BROWN Team Member reaching BROWN target area.
- **BROWN TEAM:** two points for each BROWN Team Member reaching the BROWN target area; one point for each RED Team Member reaching RED target area.

Your scores will play a part, but only a small part, in our overall assessment of your suitability for assignment to the multi-state crime task force.

from Nilson, Carolyn, *Texas Games for Trainers*,
NY: McGraw Hill, 1993



Egg Drop Exercise

The exercise is a group activity that uses the skills of each temperament and individual. Divide the group in mixed teams of four persons per team. Pass out a raw egg with a face drawn on the egg-shell. Caution the participants that the egg is not hardboiled and if dropped will crack and/or break.

Point to a pile of scrap materials that you have placed on the floor or a table in the front of the room. Include pieces of flip chart paper that have been cut in half (no more than 5 pieces cut in half), length of string (no more than 12 lengths), paper clips (no more than 20), toothpicks (no more than 25), masking tape (1 piece 12 inches long), and drinking straws (no more than 12). Advise the teams that they are to identify ONE person to come to the supply area/table and retrieve their assignment supplies.

Tell the group that they are charged with developing and creating a device that will save their egg from a drop of ten or more feet. Each team may have a minimum of 2 pieces of flip chart paper, 2 lengths of string, 3 paper clips, 4 toothpicks, and 2 straws. After each team has collected their minimum supplies, the remainder of the supplies can be requested from you on an as needed basis. The teams have twenty minutes to create their device. The teams CANNOT use materials from other sources; they can use the source materials in any manner they choose.

Advise the teams of the time remaining every five minutes. At the conclusion of the allotted time, drop the egg carriers from a height of ten feet or more. Spread flip chart paper on the floor where the eggs are to land. Check each device following the drop to see if the egg is safe or cracked or broken. Have a plastic sack to place the egg carriers in following each drop.

After the last drop, facilitate a discussion around the device construction process, the roles of the team members, the identity of the team leader(s), and the feelings of the group after the egg dropped and was either safe or broken.

Source Unknown



Factors That Can Influence People

Research has consistently identified several factors which can influence youths to decide to take drugs or alcohol. The questions on the next two pages assess the seven most common factors which have been found to influence the majority of youths to become involved with drugs/alcohol. A multitude of factors too numerous to address in a curriculum such as this account for those youths who do not seem to fall into these categories.

These seven factors are primarily responsible for influencing youths to take drugs or alcohol:

1. Family problems
2. Stress and lack of stress coping skills
3. No positive, same age friends
4. Boredom/Lack of positive interests
5. School problems
6. Poor attitudes and behaviors
7. Lack of life goals/Lack of life purpose



Factors That Can Influence People

The purpose of this assessment is two-fold. First it is designed to provide the facilitator and the youth with a quick way to identify the major factors that are influencing him or her to take drugs or alcohol. This information is valuable to the facilitator because it assists him or her in distinguishing which lessons will be most valuable to each student. This information should flag which students are most in need of which lessons, and identify which students need to master which specific skills.

This assessment is also a way to select which homework assignment is most appropriate for each student should the time constraints limit the homework assignments to one. The second purpose of this assessment is to provide specific information that the facilitator can share with the school and the teacher. For instance, should the assessment discover that one student is having major school problems, the facilitator can share that information with the school, which can then place the youth in a drop out prevention program.

The student can use the information from the exercise to become more informed about the real reasons behind his or her difficulties with drugs/alcohol. Once this knowledge is realized, the youth can actively take steps to counter the factors that apply to him/her. It is much easier to solve a problem whose cause is known, than to fight dragons you cannot see.

Some youths will have one factor that dominates their drug/alcohol problem, while others will be influenced by all of the factors. The facilitator can make use of this information. Special care must be taken to insure that the major skills for the youth's assessed drug/alcohol factors are mastered by the youth. This individualization of training increases the effectiveness of this program in helping youths refrain from further involvement with drugs or alcohol. It is possible to identify the major deficit areas and teach only those areas to the student. However, it is more advantageous to teach all skills and concepts to all youths, being sure to emphasize certain skills related to individual deficits. This is because all of these skills are important for the youth to successfully manage his or her life in a way that makes taking drugs or alcohol counterproductive. It must also be remembered that perfect practice of skills youths may already have leads to a higher rate of skill retention and utilization.

How to Score "Factors That Can Influence People"

Refer to the sample check marks on page 7. If the student responds in a like manner, matching the check marks in the guide, that shows the student is having difficulty with that particular item. You can give a one point value to each statement matching the guide to get a score for each student.

Take up the student workbooks in order to become familiar with the area(s) that each student needs to master. Be sure to make a list of these areas for each student so you can be sure that all important skills are mastered by the appropriate students. The names of students who have high scores should be shared with the school counselor or other appropriate person so that the student can be monitored to insure that the student uses the skills taught in this class and stays free of drugs and alcohol.



Tear Them Up

Props: Five slips of paper and a pen or pencil for each person.

Activity: Each person is instructed to write down on the slips the five most important needs they have identified. (One on each slip.) They are then told that they have had a major setback in their life, like loss of a job, death in the family, earthquake, etc., and that they must give up one of these items. They are asked to take one of the slips and crumble it up. When they do, ask certain people why they chose that item. As they give you their answer have them throw away the piece of paper. Repeat the process until they only have one item left. Ask: "How did this make you feel?," "Why did you choose to keep this one?," etc. (This can be done with people instead of items.)

Object: To make the group evaluate what is really important to them. What are their core values?



Taking Criticism

Demonstrate this skill by selecting a student to come to the front of the class to criticize you about something you should improve in. Following the skill steps: assume the listening position, do not interrupt, tell the person the gist and feeling of what the person says, and, if it is a good suggestion, tell the person you will try to do better and leave the situation.

Afterward, divide the students into pairs. Instruct each student to think of a constructive criticism to give the other person in the dyad. After preparation has occurred, bring the students into a half-circle. Place the first pair in the front where they will practice the skill. After each practice, provide positive reinforcement, and perhaps one or two suggestions when necessary to help the student perform the skill correctly. Continue the exercise until every student has practiced the skill at least once.



Gone

Props: Five slips of paper and a pen or pencil for each person.

Activity: Each person is instructed to write down on the slips the five most important needs they have identified. (One on each slip.) They are then told that they have had a major setback in their life and that they must give up one of these items. They are asked to take one of the slips and crumble it up. When they do, ask certain people why they chose that item. As they give you their answer, throw away the piece of paper. Repeat the process until they only have one item left. Ask: "How did this make you feel?," "Why did you choose to keep this one?," etc. (This can be done with people instead of items.)

Object: To make the group evaluate what is really important to them.



The Listening Position

Props: None.

Activity: Each person is instructed to write down on the slips the five most important needs they have identified. (One on each slip.) They are then told that they have had a major setback in their life and that they must give up one of these items. They are asked to take one of the slips and crumble it up. When they do, ask certain people why they chose that item. As they give you their answer, throw away the piece of paper. Repeat the process until they only have one item left. Ask: "How did this make you feel?," "Why did you choose to keep this one?," etc. (This can be done with people instead of items.)

Object: You want the student to display the body language of listening.



The Listening Position

Props: None.

Activity: Be sure to explain the process of role playing to the class before beginning.

In position A, have a student volunteer to play the role of a prospective employer. Their role is to ask questions of the facilitator, who is playing the role of the prospective employee. For position A, the “prospective employee” doesn’t make eye contact, mumbles answers, responds to questions with yes and no statements.

In position B, the “prospective employee” has the same questions asked of them and responds by making eye contact and answering questions in a manner that reflects the ability to articulate, and to express their thoughts clearly. Use the skill steps listed on page 14.

Listed below are some questions the “prospective employer” could ask:

“Why do you want to work for our company?”

“What experience do you have in this area of work?”

“What are your best qualities?”

“When could you start work?”

“Do you have references?”

“How can I reach you if I want to hire you?”

Object: You want the student to display the body language of listening.



Listening For Details

Props: None.

Activity: As you read each statement, students should lay pencils on their laps. Read the statements one at a time. After each statement, give students time to write down the details in their workbooks. Read the details and ask students to check the ones they remembered. Provide praise. Go on to the next statement.

1. I would like you to come over on Saturday morning and wash my windows. You will need to bring Windex, several clean rags, and a roll of paper towels to dry off the windows. I will pay you \$35.00 for the job.

2. Your book report is due in two weeks. You must read the book and include the following items in your report. Include the name of the book, the author, a short description of the plot, and why you liked/disliked the book. It should be at least two pages long.

3. At Polk's Lumber Yard, it is very important for you to wear gloves. If you don't wear gloves, you can get splinters in your hands when working with the lumber. The first two weeks you are here, I want you to ask for help any time you have to cut wood. It is very important to measure the wood accurately. Here at Polk's, we measure it one time and then measure it again, just to check.

- Look directly (without staring) at the person with whom you are talking.
- Think before speaking: Allow yourself some time to formulate your thoughts. Watch for tone of voice, speaking too quickly, too slowly.
- Come to the point when speaking: Don't's "beat around the bush." Be direct without being offensive. Speak clearly and with confidence.
- Don't exaggerate: Credibility is lost when exaggeration is used. Being specific and not generalizing increases credibility.

Object: You want the students to increase the number of details they remembered.



Listening For The Gist

Props: None.

Activity: Read the following short story to the class. Then ask question #1 in their workbooks on page 25.

1. John and David were talking one day. John was very upset about something and told David what was bothering him. John took a long time to tell David the many details of his problem. David remembered most of the details and when it was his turn to speak, he repeated every detail John had just shared. John knew David had heard and understood him, but he didn't like David repeating all the details back to him.

2. The two statements listed below are to be read to the class. Before reading the first statement, ask them to put down their pencils and listen. After you have read the statement, ask them to write down the details and the gist of the statement. Ask several of them to share their details and gist. Be supportive of their statements. For some, this task will be difficult. If the group at large does not respond in a similar way to the details and gist below, work out the statement on the board.

Statement #1: "Lunch was really bad yesterday: the meat was uncooked, the beans were dried up, and the lettuce was wilted. I won't eat that stuff!"

Details: Lunch was bad; meat was uncooked; beans were dry; lettuce was wilted; won't eat that stuff.

Gist: I won't eat food that isn't properly prepared.

Statement #2: "I tried out for the baseball team yesterday. I hit the ball every time I was up to bat. But I did a really poor job of catching. A ball was coming right to me and it just went through my hands! I sure hope I make the team."

Details: Tried out for the baseball team yesterday; did good at batting; hit ball every time; did a poor job of catching; missed the ball; hope I make the team.

Gist: I did a pretty good job trying out for the baseball team. I hope I make it.



Listening For The Gist

3. After the students have identified the reasons for the skill steps, it is critical that they do two things.

1. Observe the facilitator as he/she demonstrates the skill steps in a role play.
2. Practice the skill steps themselves.

Gist Role Play Demonstration Suggestions: Student says, "Over the weekend, I (describes something that he did)." Facilitator listens. When the student stops speaking, facilitator pauses a moment, then tells the speaker the gist of what he has just said. The speaker agrees or clarifies.

Have the group sit in a circle with two students sitting in the middle and facing each other. Choose two of the best students to role model their skills.

1. One student describes something that happened to him/her recently.
2. Everyone pauses a moment while everyone but the listener writes down the gist of the speaker's statement.
3. Listener tells the gist to the speaker following the skill steps.
4. Listener then asks the speaker if the gist was correct.
5. Exchange roles and repeat. When the pair has completed the task, ask another pair to volunteer to come to the circle's center. Continue until all students have been both speakers and listeners. Provide positive feedback relating to the skill steps when needed. Provide only one or two suggestions at a time.

Object: You want students to increase the number of details they remembered.



Listening For Feelings

Props: None.

Activity: **Role Play #1**

Situation: Your father is sitting in his favorite chair deeply engrossed in reading the newspaper. You want a favor. His body language tells you he is closed, yet you need to ask the favor.

You: "Hey, Dad."

Dad: No answer.

You: "Dad, I need to get something from the store tonight. Can you give me a lift into town?"

Dad: "Knock it off. I'm reading the newspaper. It's the first time I've had a chance to sit down all day. You know you're supposed to get things on the weekend and not on a school night. I'm tired!"

listening for feelings

Role Play #2

Situation: Your father is sitting in his favorite chair deeply engrossed in reading the newspaper. You want a favor. His body language tells you he's closed, yet you need ask the favor.

You: "What's up?"

Dad: "Nothing." (legs crossed)

You: "You really look beat, Dad."

Dad: "Yea, I had a really rough day. I've been to the store twice today picking up medicine."

You: "Sounds like you're really tired, and want some time to just relax."

Dad: "Yea!"

You: "I need to ask you a question. Should I come back in half an hour?"

Dad: "Oh, that's all right. What do you want?" (Somewhat calmer now, legs uncrossed)

You: "I need to get into town tonight. I wondered if you were going in to the store later on."

Dad: "No, but if I rest a little, I will take you."

You: "Is there anything I can do to help you?"

Dad: "Yes, would you help wash the dishes?"

You: "Sure."

Dad: "Okay."



Listening For Feelings

Read the statements below. Give the group time to write down the feelings and the reasons for the feelings of the speaker. Debrief the group before going on to question #7.

"My mom just got on my case because I hadn't swept the kitchen today. I'll tell you, (name), I didn't even know I was supposed to sweep today. I know she said something this morning, but I was tired and I had to go to school in a hurry because I was almost late. My mom just isn't fair!"

Optional listening statements that identify the feeling and the reason for the feeling:

1. You feel (put upon) because you got in trouble for not sweeping the floor.
2. It sounds like you're really (furious) because you didn't know that you were supposed to sweep and you got bawled out for not doing it.
3. Are you (upset) because you got chewed out or because you weren't told to do the job but were still expected to do it?
4. You are (furious) that you got in trouble and the fault was really your mom's.

Object:

You want the student to display the body language of listening.



Listen To Your Conscience

Props: None.

Activity: Set up a role play with two people. The first person is instructed to talk out loud about all the reasons they should do something that is wrong. (Examples: steal, lie, drive drunk, hit someone, etc.) They are to do this while sitting back to back with the second person. The second person is instructed to convince the first person that all of the reasons they come up with for doing the wrong thing are bad. Let this go on for a while and then stop the activity and talk about how it made them feel. Let others try it if they want.

Object: You want to demonstrate to the group that there are two sides to each decision and that often they are told by themselves when something they want to do is wrong. They must listen to what they feel is right and follow that voice. Their conscience is a great protection from doing things they will later regret.



True Love — A Dilemma

Objectives: To assist participants in examining and identifying their own values; and to permit participants to explore values other than their own.

Procedure: Read the story TRUE LOVE—A DILEMMA to the class. Have the participants rank the characters in the story from 1 to 4, in terms of who exhibited the best or highest values (1) to the least or worst values (4). Poll the participants and tally the number for each character by identifying whether participants thought one character exhibited the best values or the worst values. As you poll the participants lead a discussion that examines the reasons individual participants felt the characters demonstrated the best and worst values.

Once upon a time, there was a girl named MURF who lived on the west bank of a river. Her boyfriend, ZAK, lived on the opposite side of the river. The river was full of alligators, crocodiles, snapping turtles, and piranhas. It was simply not safe to swim or wade in the river.

MURF and ZAK were very much in love and wanted to see each other. Despite the fact that they'd never been closer than the distance between MURF's side of the river and ZAK's side of the river, the romance flourished. Every morning MURF would go to the bank on her side of the river and call to ZAK, "I love you, love you, love you." ZAK would go to the bank on his side of the river and respond to MURF with, "I love you, love you, love you MURF."

Calling out to each other this way went on and on for days and weeks and months. One morning, MURF went to her riverbank and called her usual greeting to ZAK and he responded, "If you really love me so much, get over to my side of the river."

MURF was in a serious dilemma. She could not ford or swim the river without being eaten by the alligators, crocodiles and/or piranhas. She had no boat in which to cross the river. She thought and thought about a solution and decided to find someone with a boat that could safely take her to the opposite side of the river.



MURF searched high and low for someone to resolve her dilemma. She walked up and down her side of the river and finally met YAK. YAK owned a boat. MURF explained her dilemma to YAK. YAK considered her request and agreed to ferry MURF to the opposite side of the river if she would spend the night with YAK. MURF thought about her options and agreed to YAK's terms.

True to YAK's word, YAK ferried MURF to the opposite side of the river the next morning. MURF was ecstatic.

She ran up the riverbank calling to ZAK. As can be imagined, ZAK and MURF ran to each other and embraced joyfully.

After they had spent some time getting to know each other, MURF explained to ZAK how she managed to cross the river safely. She described the terms she had to agree to get YAK to ferry her across the river, including the evening she and YAK spent together. ZAK's response was quite unexpected. He told MURF to go away. Spending the night with YAK was unacceptable to him.

MURF walked off crying and distressed. She had not walked too far when she bumped into ZUG. He asked MURF, "Why are you crying little lady? Has someone hurt you?" MURF explained her situation to ZUG. ZUG told MURF to come with him and together they went back to ZAK's place and ZUG beat ZAK to a pulp.

THE END



Who's Responsible?

Props: A black pen and a piece of paper.

Activity: You set up a role play with two people. One is given the pen. The other asks to borrow the pen and comes up with some really important reasons for needing it. After the person decides whether they are willing to loan the pen or not, the facilitator then approaches the first person and asks them to sit down. They are told that they must fill out this piece of paper in black ink and have it finished in 5 minutes. If they don't, they will lose some great opportunity. See how the person reacts. If they have the pen they can do the assignment, if they loaned the pen they can't. Who is responsible for them being able to do the assignment?

Object: You are responsible. You have to live with the decisions you make. You can't blame others for what you choose to do.



M & M Values

Props: A bag of peanut M & Ms.

Activity: Give each participant a peanut M & M and ask them to bite it in half, then ask them the following questions and make the following statements.

Look at the candy coating on the outside. If you lick it or bite it can you change it? This is like your behavior. With work and effort you can change it.

If you were in Arizona in the middle of summer with the temperature being 122 degrees and you brought the bag in from your car, what would the chocolate middle be like? They say, "Soft and runny." If you placed the bag in the freezer, what would happen? They say, "It would get hard very quickly."

This is like your attitudes. They change very quickly and they are easily influenced. Use some examples, like being in a great mood and getting in your car in 5 o'clock traffic – how quickly your attitude can change

What do you think the nut center is like? The nut center is like your values. They can be changed, but they are the most difficult of all three to change.

Object: This exercise gives the participants a visual example to help them remember the concept of values discussed in this section.



Who Should I Follow?

Props: A blindfold.

Activity: Set up a role play with three or more people. The first person is blindfolded and removed from the room. While they are out of the room, the chairs and tables are totally jumbled, leaving an obstacle course for them to walk through. Person two is give the assignment of giving the blindfolded person proper directions to get through the maze of chairs without touching any of them. Person three is given the assignment of giving the blindfolded person improper directions to get through the maze of chairs so they will constantly touch and bump into the chairs. When the situation is set up, bring person one back into the room, spin them around and tell them that they are to get to the other end of the room, but they can't get there on their own. They have to listen to those who are instructing them and learn who to follow. Instruct them also that they are to get there without touching a chair or a table.

Object: If we listen to the right people we will get through life with the fewest problems. What is it that gives us the ability to trust another?



Conversation Starters

Props: None.

Activity: A. Present the following situation to the class: You found a wallet with \$280.00 in cash in a parking lot. The owner's driver's license and credit cards were in it. Would you return the wallet with the money and its other contents? In processing this question if they have told you they would keep the money, trash the credit cards and driver's license, which are only good for a short time, or if they would look for a reward, ask some bridge questions like . . . What if it's your best friend's grandmother's wallet or perhaps your wallet and then let the conversation go on for a while within the group. You do not need a conclusion here only the discussion.

B. Tell the group they have \$3,000.00 and they need to leave it in someone's care. Who would they trust to look after their money for them? Have them discuss why they would pick the person they did with the rest of the class. Ask the group as a whole how it feels not to be able to trust others.

Object: To get the participants to look at how their lives are effected by the trust they have in others and how others can trust them.



The Line Up

Props: Pictures.

Activity: Bring in pictures of different people from magazines and have each person pick out one. Have them, just by looking at the pictures, determine if the person is a criminal or not and give their reasons why. Include some rough looking individuals.

As a large group, have them come up with a common definition for a criminal and write it on the board. Make sure that it includes terms like no remorse, habitual, without concern for others and similar descriptions.

Object: Rethink our approach or mind set on why we make some quick judgements as to people's character based on their looks.



Visualization

Props: None.

Activity: Have the participants get comfortable in their chairs, close their eyes and take a few deep breaths. While in this relaxed condition, ask the participants to see themselves in their mind's eye. Ask them to picture what they would like their life to look like five years from now.

"What are you wearing? Where do you live? What does your family look like? Where do you work? What do you need to do to accomplish this life?"

"Remember what the picture looks like. Now slowly come back to now. When you are ready, open your eyes."

Explain the importance of being able to see the successful completion of your goal. If you can't see it, you can't be it!

Object: To understand the importance of goal setting.



Staying In Control

SHOULDER SHOVE

Get a volunteer to help you. Tell the volunteer that they are to push you firmly on the shoulder. Set the mood by explaining to the group that you are firmly planted and you are not going to budge. Stand firm and stiff. You will find that the person can easily push you off your spot. Now roll gently; roll with the punches from your waist up. Show that you still stand firm. You do not acquiesce your position. You really are much more in control now that you are flexible from the waist up and rolling with the punches. You now do not allow other people to upset you or push you off your mark. When you refuse to lose your temper you maintain power in your life and you are in control, not outside forces or other people.

TURN ENERGY

Get a volunteer to help you again. Tell them they are to decide where in the room they are going to “put” you. Be sure to say “put” you or “place” you (not take you). Then tell them there is only one rule and that is that the two of you must always stay connected at the palms of your hands. Now begin. They attempt to push you to the designated place and you simply move any place but where they want you to go. Then after they realize that you aren’t going to cooperate, tell them you will try to take them to the designated place. Now lead; take them to the place. They soon get the idea that it is easier to lead a person to a place than it is to push them to that place.



Balloon Example

Props: A bag of very thin, small balloons.

Activity: Instruct the group to be thinking of things that cause them stress. Then explain that they are to call out the different things that they have identified. As they do, you blow a good puff into the balloon. Keep this up until the balloon breaks. That is what happens in real life; we just keep taking on stress until we burst.

Now have them identify things that they could do to release stress. Have them call out the stressors they identified before, and again you blow a puff with each stressor. Then have them call out a stress reliever. With each stress reliever let a little air out. So now you are going to be blowing a puff into the balloon with every stressor and letting a little air out with every stress reliever, thereby maintaining a balance and preventing your balloon, and/or your life, from exploding.

Object: The purpose of this activity is to demonstrate the value of some stress in your life and the need to have stress relievers.



The Buck Starts Here

Props: \$20.00 bill (real or play money).

Activity: Set up a role play with five or more people. The first person in the group is given the money. The money is borrowed by each person in the group until it has passed from the first person to the last. Each asks to borrow the money for a very important reason and promises to repay the money by a certain time. As the time to repay arrives, the second to last person (or anyone that you choose) can't pay back the money, leaving the rest stranded. What are they going to do? How does it affect the rest of the people in the group?

Object: You want to demonstrate to the group that we are all affected by the actions of others. When someone else doesn't live up to their responsibility, many other people are affected.



Back To Back, Sit And Stand

Props: None.

Activity: Have two people sit on the ground, back to back. Have them put their feet on the ground and attempt to stand up without using their hands, remaining back to back.

Object: This is to demonstrate the cooperation that must exist in a relationship in order to move forward. Both of the participants must depend on the support of their partner in order to stand up, and their movement must be in unison. Similarly, in a relationship both partners must give support and work together for the relationship to remain healthy.



Breakfast

- Props:** The word breakfast written where everyone can see it, a piece of paper and a pen or pencil for each small group you assign.
- Activity:** Break the group in small groups and tell them that you are giving them four minutes to come up with as many words as they can from the letters you have written on the board. (Never mention that they are arranged to spell breakfast.) Tell them that the object is to get as many words as possible in the time. Let them begin and stop them when the time is up. When the time is up, have each group read their list of words out loud. If another group has the word it is to be crossed out. The only words that a group can keep are the ones that no other group found. Repeat the process until all the groups have read their responses.
- Object:** To practice brainstorming and seeing alternatives.



The Telegraph Game

Props: None.

Activity: Have the group sit in a circle. One member of the group is taken out into the hall and told a sentence. That person is told to go back into the room and whisper the sentence into the ear of the person next to them in the circle. The sentence is then passed around the room by whispering into everyone's ear until the sentence gets back to the person who started it. The last person says what they heard out loud. That sentence is compared to the one originally given.

Object: To point out how things get distorted if we don't practice all the skills necessary for effective communication. It also shows that it is best to get information from the source.



Auction

- Props:** \$1,000.00 in play money for each person, a gavel (or something that will act as a gavel).
- Activity:** After the class has filled out the wants and needs assessment, determine which items on the list have been selected as needs. Then instruct the group that you are going to hold an auction to sell off the items selected by this group as needs. Each person is given the same amount of money and told that this is all they have to purchase the things they need. You will sell each item only once and will sell to the highest bidder. In the case where two people offer the same high price, the one that offered it first gets the item.
- Object:** To make the group evaluate what is really important to them and to demonstrate it by what they choose to buy.



Excuses, Excuses!

Props: Four slips of paper, and a pen or pencil for each person.

Activity: Each person writes down two excuses they have used, one per sheet. For each excuse, they write down the situation they used the excuse to cover, one each on the two remaining slips. All the excuses are then collected from the group and placed in one pile. All the situations are also collected and placed in another pile. Each person at random comes and selects two excuses and two situations. In turn the class reads the excuses and the situations to the class. You ask if the excuse fit the situation.

Object: You want to demonstrate that an excuse will fit into any situation and that excuses are similar and lame.